

LAMAR ELEMENTARY

214 North Darlington St.
Lamar, South Carolina 29069

GRADES K-3 Elementary School

ENROLLMENT 366 Students

PRINCIPAL Garry Flowers 843-326-7575

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma P. Dawson 843-393-1291

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	61	44	3

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

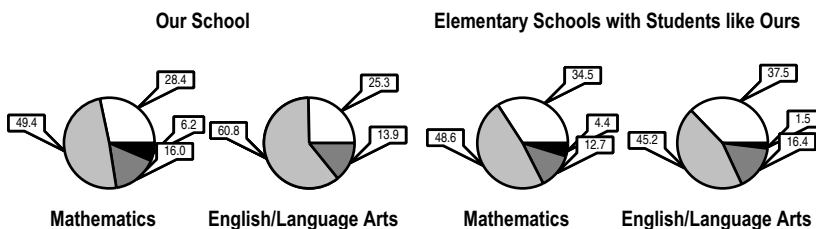
FOR MORE INFORMATION, VISIT WEBSITES AT:




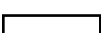
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Excellent	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	25	74	36
Percent satisfied with learning environment	56.5%	87.8%	77.8%
Percent satisfied with social and physical environment	62.5%	79.7%	61.1%
Percent satisfied with home-school relations	17.4%	85.9%	83.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	84	96.4	25.3	60.8	13.9	N/A	13.9	17.6
Gender								
Male	49	93.9	34.1	56.8	9.1	N/A	9.1	17.6
Female	35	100.0	14.7	64.7	20.6	N/A	20.6	17.6
Racial/Ethnic Group								
White	21	90.5	11.1	61.1	27.8	N/A	27.8	17.6
African-American	63	98.4	30.0	60.0	10.0	N/A	10.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	71	98.6	23.2	62.3	14.5	N/A	14.5	17.6
Disabled	13	84.6	40.0	50.0	10.0	N/A	10.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	84	96.4	25.6	60.3	14.1	N/A	14.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	84	96.4	25.6	60.3	14.1	N/A	14.1	17.6
Socio-Economic Status								
Subsidized meals	74	95.9	29.4	60.3	10.3	N/A	10.3	17.6
Full-pay meals	10	100.0	N/A	60.0	40.0	N/A	40.0	17.6

Mathematics								
All students	84	100.0	28.4	49.4	16.0	6.2	22.2	15.5
Gender								
Male	49	100.0	26.1	50.0	19.6	4.3	23.9	15.5
Female	35	100.0	29.4	50.0	11.8	8.8	20.6	15.5
Racial/Ethnic Group								
White	21	100.0	21.1	47.4	15.8	15.8	31.6	15.5
African-American	63	100.0	29.5	50.8	16.4	3.3	19.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	71	100.0	22.9	54.3	18.6	4.3	22.9	15.5
Disabled	13	100.0	63.6	18.2	N/A	18.2	18.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	84	100.0	27.5	50.0	16.3	6.3	22.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	84	100.0	27.5	50.0	16.3	6.3	22.5	15.5
Socio-Economic Status								
Subsidized meals	74	100.0	30.0	50.0	14.3	5.7	20.0	15.5
Full-pay meals	10	100.0	10.0	50.0	30.0	10.0	40.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	91	N/A	46.6	37.5	14.8	1.1	15.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	84	96.4	25.3	60.8	13.9	N/A	13.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	91	N/A	53.3	40.0	5.6	1.1	6.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	84	100.0	28.4	49.4	16.0	6.2	22.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 366)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.1%	2.4%
Attendance rate	94.8%	Up from 94.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.4%	Down from 4.1%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.8%	Down from 7.4%	8.3%	8.0%
Older than usual for grade	0.5%	N/A	2.7%	1.1%
Suspended or expelled	0.0%	Down from 0.8%	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	63.0%	Up from 50.0%	47.4%	50.0%
Continuing contract teachers	96.3%	Up from 83.3%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.1%	Down from 86.4%	81.8%	86.2%
Teacher attendance rate	94.6%	Down from 95.7%	94.9%	95.3%
Average teacher salary	\$42,867	Up 5.0%	\$39,015	\$39,909
Prof. development days/teacher	12.3 days	Up from 10.9 days	13.5 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	21.6 to 1	Up from 16.7 to 1	17.2 to 1	18.9 to 1
Prime instructional time	87.3%	Down from 89.2%	88.5%	89.7%
Dollars spent per pupil*	\$7,667	Up 33.9%	\$6,451	\$5,892
Percent spent on teacher salaries*	70.0%	No change	65.8%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lamar Elementary's staff started the 2002-2003 school year with excitement and the desire for all children to experience success. Through hard work, dedication, and Title One assistance Lamar Elementary accomplished the following:

After-school and summer school programs were established through funding provided by an Explore: 21st Century Learning Grant.

Lamar Elementary received an EIA Grant for \$2000 and a Wal-Mart Grant for Literacy for \$250.

Majority of classroom teachers participated in intense Math Solutions Training to enhance math instruction.

Majority of classroom teachers participated in a joint reading and discussion of Guided Reading to implement a balanced literacy approach in their classrooms.

All third grade teachers received Six Traits of Writing training.

Kindergarten teachers are receiving High Scope training.

Student of the Week/Month awards program was continued.

Several students earned at least 100 points through the Accelerated Reader program.

All students in grades 1-3 received small group reading instruction through literacy groups.

Problem Solver math program continued in grades 1-3.

Mrs. Crystal Kimbrel was named Teacher of the Year.

A student received a Making A Difference Award.

Of our 30 teachers, 20 have advanced degrees: 15 have Master's Degrees, 4 have a Masters Degrees plus 30 and one has a doctorate. One teacher is nationally board certified and two more are in the process. Four teachers are enrolled in Master's Degree programs and five assistants are enrolled in college seeking educational degrees.

The Lamar Elementary PTA continued to support and help our school provide a quality education for all students. Flags were purchased to identify all areas of the campus and enhance the appearance of the school. The PTA also sponsored Accelerated Reader awards. The PTA sponsored teacher Appreciation Week activities. The School Improvement Council was active and helped to shape school climate to strengthen instructional program.

At Lamar Elementary, we strive to educate all students and be a positive influence to the community.

Garry Flowers

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.